



1979-80 CSA officers elected last week are above, back row: Karol Bartlett, Phoenix representative; Margaret Doyle, Social Board Chairperson; Sue Heberlin, On-Campus Life; Sue Slankowski, Student Affairs Committee representative; middle row, Peg Smith, secretary; Kathy Esser, treasurer; Kathy Cass, Off-Campus Life; Janie Vorwald, AAC representative; front row, Mary Lyons, president; and Martha Crowley, vice-president.

photo by carole bishop

Language requirement dropped

By Sandy Blake
CCSNS — The Academic Affairs Committee, at its Monday meeting, voted in favor of two proposals concerning the foreign language requirement.

The first proposal, written by Sister Sara McAlpin for the Academic/Career Committee, passed AAC with five yes votes, one no vote, and three abstentions. It reads as follows: "That the 12-hour foreign language requirement at Clarke be deleted as an all-college requirement, effective beginning with the 1979-1980 academic year."

There are four reasons behind the first proposal.

1) The nature of the requirement occasionally discourages prospective students from enrolling at Clarke.

2) A greater percentage of incoming students need to complete the entire 12-hour requirement at

Clarke, which is difficult to schedule in a consecutive sequence.

3) The requirement is difficult for transfer and continuing education students to meet.

4) Students who freely choose to take courses in foreign languages are more likely to achieve their goals than those who are in the courses under pressure.

The second proposal, written by Sister Lucinda O'Connor, Foreign Language Department chairman, which was approved by the Academic/Career Committee and unanimously passed by AAC, reads as follows: "That foreign language be included among the students' choices in the 12 hours beyond the required 6 hours in each area of the Area Program, effective beginning with the 1979-1980 academic year."

There are three reasons supporting this proposal.

1) From statistics gathered from professional journals concerning national trends, we learn that foreign language, especially Spanish, is considered a delicate asset for jobs on the national scene.

2) The inclusion of foreign language in the Area Program helps to "make the liberal arts component more complementary to professional programs," such as Business, Nursing, and Education.

3) Students' choices within the liberal arts component will be broadened, so that they can study language even when the profession-

al program limits their choices of electives.

A fourth reason, approved yet not in a written form, essentially concerns our Christian responsibility to communicate with fellow human beings who can't speak English.

Along with the two proposals being sent to the Board of Trustees are the following recommendations for future advising, concerning foreign language offerings at Clarke:

1) Because the U.S. is rapidly becoming a bilingual country, we encourage Clarke students to elect foreign language as part of their programs.

2) Because learning about the culture, civilization and language of another country is extremely beneficial for students in a liberal arts college, we encourage Clarke students to elect foreign language as part of their programs.

3) Because bilingual expertise could be very advantageous in future careers, we encourage the integration of foreign language components into the development of future career programs.

The final approval or rejection of these proposals is left to the Board of Trustees to decide at their Friday meeting.

In another point of business, AAC approved a proposal to make Early Childhood Education a major, beginning next fall, with courses to be taught at all three Dubuque college campuses.

the COURIER

Vol. L(B) No. 24

CLARKE COLLEGE, Dubuque, Iowa

April 27, 1979

CSA dues raised \$10

CCSNS — A new budget was proposed and accepted at the CSA Executive Council meeting April 5. CSA dues were increased from \$25 to \$35. The \$35 fee covers 14 activity tickets, this is an increase of three. More tickets were allocated to accommodate the increase in activities that will result when the new union and gym are renovated. Under this plan \$5 will go for class dues, \$2 each for the activity calendar and I.D., 50 cents for the directory, Union/Gym activities \$2.50, General Treasury \$8, and Cultural Events \$3.

An alternate plan deleted the activity tickets, but increased the general treasury fee by \$7. Under this plan the total CSA dues would have been \$25.

CSA Executive Council decided to omit pictures in the directory next year. This will reduce the cost of the booklet and allow it to be available earlier.

Upcoming spring elections were also discussed. Self nominations for dorm officers were held this past week. Election for CSA Chairman was held today, run-off elections, if necessary, will be held on Monday. Elections for class officers, including President, Secretary, Treasurer, and Social Board Chairman, will be held Tuesday. Elections for class vice presidents will be held next Friday.

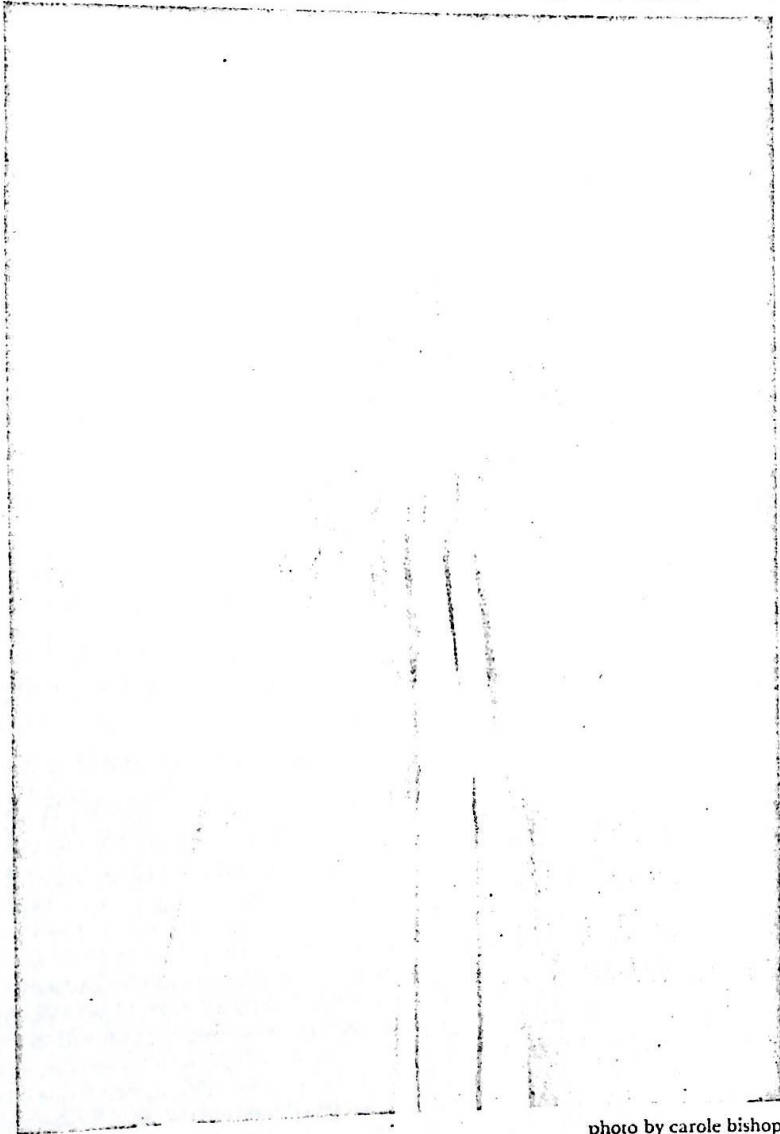


photo by carole bishop

Mary Chris Kelleher as Marianne displays her costume for Tartuffe. The dress was made by using yardage from 13 Coffeehouse dresses, and represents a typical merchant-class wardrobe of the 17th century Baroque period.

Tartuffe costumes emphasize details

Costuming is one of the highlights of Clarke's final 1979 drama production, Tartuffe, which opens tonight in the arena theater at 8 p.m.

Designed by Pamela Mason Brune, the costuming is of 17th century Baroque styling with accents on the horizontal elements. To carry out this theme, women's hair styles will also emphasize horizontal directions.

According to Karen Ryker, director of the play, the men were the fashion leaders of the time, often following King Louis XIV. Male cast members will wear wigs since men of the play's time period imitated King Louis by wearing them.

Individual costumes are very elaborate with many yards of rib-

bon, lace, and ruffles. One dress, worn by Mary Chris Kelleher as Marianne, was constructed using yard goods from 13 other costumes. This dress is from the merchant class, so costumes for the nobility would contain even more detailing.

The only aspect of the costuming that is not authentic 17th century Baroque, according to Ryker, is the lack of corsets. Women used to wear separate corsets, but cast-members will have boning in the dresses rather than in corsets.

Tartuffe, a play about hypocrisy in religion, was written in 1664 by Moliere. A comedy of manners, Tartuffe is described as hilariously funny.



photo by carole bishop

Amy Morton, a servant-girl in Tartuffe, shows her costume, designed by Pamela Mason Brune.

1979 College Week Schedule

Sun.	10:45 a.m.	All-School Liturgy and CSA Officer installation
	1:00 p.m.	Calendar planning meeting
Mon.	5:30 p.m.	Sophomore class picnic
	7:30 p.m.	Rat Olympics, ALH
Tues.	4:30 p.m.	Tree Planting
	5:45 p.m.	All-College Picnic
Wed.	6-9 p.m.	Riverboat Ride
Thurs.	4:00 p.m.	Poetry reading, Back campus
Fri.	4:30 p.m.	Junior reception for seniors and faculty, solarium
	5:00 p.m.	Junior slide show and presentation, ALH
	5:00 p.m.	Freshman gathering, Mary Jo Formal Lounge
	6:00 p.m.	Honors Banquet, Mary Jo Student Dining Room
	8:00 p.m.	Senior Show, Terence Donaghe Hall

**The senior composite will be displayed in the round of the carpeted hallway all week.

COURIER COURIER COURIER CO
Opinion
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Languages Needed

Today the Board of Trustees will decide whether or not to keep the current language requirement.

The Courier feels that Clarke, as a liberal arts college ought to keep this requirement. It's one thing to say that Clarke offers foreign languages, but a totally different thing to say its students study them.

True, to some students languages are just a busywork class that is required, but to others they are an educational experience. In addition to acquiring study habits, the student of foreign languages is learning about her origins and her speech patterns. Languages can be a pleasant self-satisfying experience which is an element of the Liberal Arts Education.

COURIER
CAUCUS

Dear Editor:

I really do not know a better way to thank all the people who made the 13x13 tour to Minneapolis possible. I think the whole troupe can agree that without the whole administration behind us, we would not have been so successful this year. In my opinion, a personal thank-you could not express the gratitude I felt when I saw all the familiar faces from Clarke College's administration and faculty in the audience of the "Sky Room" at Dayton's Department Store. I really felt these people believed in us. That's a great feeling!

Now that we are nearing the end of another year, students question whether or not any faculty members have any compassion at all. I must admit that I feel a similar feeling, although mine does not hit me at the end of the year. On the other hand, I think we do not see what our administration and faculty do for us. 13x13 is just one example. I was also surprised at the attendance of faculty members at basketball games this past year.

I would like to thank Sister Carolanne Miles for lining up some great shows for us. Personally, I think she knows everyone in the world. Also, a sincere thanks to Dr. Meneve Dunham who took time out in her hectic schedule to give Clarke her support through 13x13. Now I can actually say I had a beer with Dr. Meneve Dunham. It was a lot of fun!

Last but not least, I'd like to say "thanks" to everyone who supported our show on Parent's week-end. We had a blast performing for all of you. Clarke College was by far our best audience. I wish we could do it again.

Thanks Clarke!
A Greatful Member of 13x13

To the Editor:

As an assignment for my Reporting class, I attended the AAC meeting last Monday afternoon, and was more than a little disappointed. I think disgust would more aptly describe my feelings.

At this meeting, AAC unanimously approved a proposal to allow foreign language to apply to the Area Program. That is all fine and good. I agree whole-heartedly. Where my disgust lies is in the second proposal that AAC approved, although, in the committee's behalf, I must admit, by a slim margin. This proposal will delete the

foreign language requirement, with the first reason mentioned being that perhaps the requirement discourages prospective students — students who are probably considering other colleges as well.

I am disgusted because Clarke is willing to compromise its academic standards for the sake of possibly increasing the enrollment. Not only that, but if the Board of Trustees approves this proposal, then the governing board of Clarke, as well as its faculty and administration, is allowing students to define and dictate the meaning of a good education.

Although foreign language was not a requirement of graduation of my high school (very recently one of the top ten in Illinois), my dean never ceased to impress upon me the fact that many colleges require a minimum of two years of foreign language in high school as a condition of admission. Almost all of the private colleges in Illinois and Indiana have a minimum admissions requirement of two years of high school foreign language, as well as do UNI, Drake University, Purdue University, and several campuses of the University of Indiana.

Should a small, private college have lower academic standards than any large, government-funded university? Should any school allow its students to set those standards? I think not.

If the Board of Trustees does decide to compromise Clarke's academic standards for the sake of possibly gaining a few more students than I may have gotten otherwise, then I think I, as well as other students who have come to Clarke for a well-rounded liberal arts education, must re-evaluate our reasons for re-aminig here.

Sandy Blake

NOTES FROM THE *Staff*

The joy of teaching junior high

By Sue Reese
Arts Columnist

Wonder of wonder, joy of joys.
Teaching all the girls and boys.
Junior high students are coming of age,
And their teacher needs to be a wise old sage.
General music is the name of the game,
And after teaching it you'll never be the same!

Sorry, folks, this is a music column, so the poetry is rather elementary. My secondary student teaching assignment has brought me to Jones Junior High School in Dubuque. I see seventh and eighth grade general music classes. And just what is general music?

General music is intended to teach the junior high student broad musical concepts. Ideally, it should include singing, rhythmic emphasis, music reading, listening, and creative response. Problems abound because no two students come into the seventh grade music class with the same background. Some have had instrumental lessons or have been in a good elementary music program. Other students have a much less extensive background. It is the students with the lesser backgrounds that will walk up to you the first day of class and say, "I hate music." The only reason I'm here is because I have to be. Of course, a new teacher might harbor the notion that she will be so effective that even the toughest student will end up loving Bach, Beethoven, and Brahms. That's a lovely thought, but it's not a realistic one.

The junior high student tends to base all judgments on previous experience. Unfortunately, most junior high students do not have the old masters in their listening repertoire. Present day young adults listen to rock in its varying forms, such as hard rock, pop rock, and disco. They tend to laugh at everything else. For example, I did a jazz unit with my eighth graders. About ninety-five percent of my students have never heard real jazz music, so it was automatically pronounced gross and boring. Being a staunch person, I stuck to my lesson plan and plodded through jazz until it became familiar to their ears. I know what you expect next. You want

me to say that after going through my unit, I had five classes of jazz lovers on my hands. Sorry to disappoint you, but life just doesn't work that way. Some of my students did go so far as to tell me that they were beginning to enjoy jazz. If you had seen their initial reactions, you would see this minor turnaround as a major miracle. The best part was when one of the boys asked to borrow my jazz albums!

Junior high students can be very funny people. Their antics are never ending and ever-changing. The boys in one of my eighth grade classes decided that the girls were not singing right, so they sang the girls' part in the girls' vocal range. Their "soprano" sound was hysterical.

Singing is no special problem for the junior high boy whose voice hasn't changed, nor is it a problem for the boy whose voice has changed. The delicate situation lies among the boys who are going through the painful time when their voices are changing from high to low. They crack, squeak, and waver up and down without notice. They haven't learned how to control their voices, and their immediate reaction is to quit singing. Music with small, easy ranges is best for boys at this time, and it's up to the music teacher to find it.

Since I'm on the subject of selecting music, I might as well clue you in on The Three Words to Avoid in Songs for Seventh and Eighth Graders. They are lay, gay, and blow. Any of the three will produce giggles, whispers, and laughter. If you really want to use a song that includes one of the T.W.A.S.S.E.G., confront it head on. Point out the word, and say that you're aware that it's there, and you expect the class to have the maturity to take it in stride. That works, sort of.

If I am ever asked to give advice to a future junior high school music teacher, here is what it would be:

Have two eyes in the back of your head.
Never look behind you, instead look ahead.
Be quick and prepared, enthusiastic and fun,
And at the end of the day you'll feel that you've won.

"Teachers are joyless" is a common rumor.
Combat that rumor with a sense of humor.

Dear Editor:

I am a little puzzled by the statement toward the end of the April 20 article on the governance proposal submitted by Dr. Michael Turney. The article says that several students said there should have been an all-school meeting about the change with provision for questioning by students. From bulletin boards, I had gathered that there was a meeting for students in the student dining room after the proposal was circulated. What happened there I cannot say because it was only for students. However, I did attend the special Forum meeting on April 19 that was held in ALH to allow for maximum attendance. There the Forum members did respond to student questions — until about 5:45 when the students ran out of questions. If two meetings were not enough, these must be people who like meetings for the sake of meetings, not for the sake of accomplishing anything. Therefore, one hardly could expect them to favor a proposal whose very purpose is to eliminate unnecessary meetings, but I wish they had been allowed to expound their reasons for liking superfluous meetings. I am, as I said, puzzled but interested.

Sister Mary Healey

Dear Editor:

Tuesday, April 18th at 4:20 p.m., there was an open meeting held in ALH to discuss the positive or negative effects of allowing men to receive their undergraduate B.A. degrees in certain departments at Clarke. The meeting was set up by Sister Carolyn Farrell, Chairperson of the Task Force of the Board of Trustees. Department chairpersons were notified of the open meeting.

We would like to thank our department chairperson, Sister Jane McDonnell, for taking the time to write all of the department members a note telling us the time and place of the meeting, giving us some background information about the topic being discussed, and encouraging all of us to attend. Unfortunately, it seems as if not many other department chairpersons did the

same for their students and as a consequence very few students attended the meeting. Since this was the final meeting that would allow for student input about a topic that concerns all of us, we regret the fact that many of our fellow students did not receive similar notification of the meeting.

Another example of Sister Jane's consideration was evident on Monday, April 23 when we received similar notification in our mail boxes about the AAC meeting dealing with the foreign language requirement. Although we are seniors and will not be directly affected by the decisions made at these meetings, we appreciate the time Sister Jane spent keeping us informed of these issues.

Sally Feehan
Kathy Grove
Peggy O'Connell

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Junior high

Homosexuals: Clarke's silent minority

By Kathy Grove and Anne Whitehead

EDITOR'S NOTE: The names used in this story are fictitious in order to protect the anonymity of the four women interviewed. Any statistics mentioned were obtained by the four interviewees. The Courier does not guarantee the accuracy of these statistics.

Sue, Mary, Kathy and Chris aren't "typical" Clarke students. All were raised in white, middle-class, Catholic environments, but for some reason they turned out different from the "normals" of female society.

Because these women choose to be different they are harassed, discriminated against and treated as less than persons by society. A considerable amount of this treatment comes from a large percentage of the Clarke community.

"We are persons with hurts and wants and needs. If people would relate to us as persons they would see that we aren't trying to threaten society or its beliefs."

They are homosexuals, lesbians, gays... just to name a few of the many labels society has given them. Yet they maintain that their difference from heterosexuals lie only in their sexual preference.

"We are persons with hurts and wants and needs," said Mary. "If people would relate to us (lesbians) as persons they would see that we aren't trying to threaten society or its beliefs," she continued.

Sue estimates one percent of the female population is openly homosexual, but adds that a larger percentage of women who are homosexuals refuse to admit this to themselves and others.

"It's all over the place. One hears the word homosexual and freaks out. People don't realize that homosexuality is a part of everyone," she emphasized.

"People should open their eyes," Kathy said, explaining that many people at Clarke put her down solely on the basis of her homosexuality. "I'm not saying everyone is gay; but when people look into themselves they discover everyone has homosexual tendencies. No one can say she has never loved another woman." She continued, "If homosexuality wasn't so frowned upon and feared by society more people would be inclined to involve themselves in homosexual relationships."

Two of the women interviewed related that they first admitted their homosexuality while in high school. However, Mary and Kathy knew long before this time that they were lesbians.

"I knew I was a homosexual long before I ever came in contact with other homosexuals," stated Mary, who thought for a long time that homosexuality was just something found in books.

"I wasn't sure, yet I could feel it in myself and I thought 'God, there is something funny going on here,'" Mary commented.

Though Mary had no homosexual relationships before she came to Clarke, she claims that she realized her homosexuality in earlier years, but tried to deny its existence.

"You know how in adolescence you're supposed to have these feelings and then grow out of them? Well, I waited and waited... but I never grew out of them," Mary concluded.

Kathy admitted her homosexuality while in junior high. It was during this time that she had her first

homosexual experience. "You're just not supposed to be attracted to women," she stated, explaining the long period of denial she went through before finally admitting her homosexuality.

Sue's first homosexual experience occurred during the summer following her senior year in high school, yet she thinks she may have been bi-sexual throughout high school. Her first encounter involved a high school friend.

"I told my parents I had a date with a girl that night and said that I loved her and she loved me. They started crying... I started crying. They started yelling and I started yelling."

"Neither of us expected it to happen, but it did," Sue stated. "I fought the idea that I was bi-sexual for a long time until I decided that I wasn't wrong in feeling the way I did."

Of the four women, only Chris' parents are aware of her homosexuality. She told them last summer. According to Chris, the news practically shook the foundation of her home.

"I told my parents I had a date with a girl that night and said that I loved her and she loved me. They started crying... I started crying. They started yelling and I started yelling," she said.

Chris met with a counselor upon her parents request. When the counselor realized that Chris didn't want to be cured of her homosexuality, he recommended therapy for her parents to help them accept their daughter.

Though Chris' mother has since learned to accept the fact, the communication with her father remains strained. "He thinks this is a phase I'm going through. My dad wants me to be normal because he doesn't think I can possibly be happy as a homosexual," she sighed.

"I denied it and I'd deny it today. I'm not ready to tell my parents and they're not ready to hear it. Whenever it does come out I know my parents will disown me."

Her fifteen-year-old sister accepted the news calmly according to Chris. "My mom told her (my sister) and asked her how she felt about my homosexuality. My sister just answered, 'Well, Chris is still Chris, and I love her,'" she related.

Sue had a "run-in" with her parents concerning homosexuality after an anonymous phone caller told her parents that Sue was gay. "That really bent my folks out of shape," she recalled vividly.

"I denied it and I'd deny it today. I'm not ready to tell my parents yet and they're not ready to hear it," Sue stated. "Whenever it does come out I know my parents will disown me," she concluded.

"My parents raised me on the notion that homosexuality was a sin, yet my mother also ingrained into my head the idea that people have to be accepted for what and who they are," Sue admits that these seemingly conflicting teachings confuse her even more.

Sue's boyfriend of five years supports her position on homosexuality. "Sometimes it kind of shocks me, but he accepts my homosexuality and we can talk openly about it. She and we can talk openly about it. She added that her boyfriend was "really turned off" by a homosexual encounter he experienced, but that he doesn't put her down for her decision to be bi-sexual.

Mary and Kathy's parents will never learn of their homosexuality if they have their way. "I hope to God they never find out," said Mary, assured that her parents would fall apart if they were to learn the truth.

Mary loves her parents but wishes they could be more understanding toward homosexuality. "My father hates homosexuals. One day he was watching Anita Bryant on T.V. talking about preventing them from teaching school," she related. "He got all bothered and yelled, 'Those goddamn queers... if they want to teach, let them teach their own kids! I thought that was pretty funny,'" Mary said, shaking her head.

Mary isn't always able to laugh it off so easily, however. "If my parents know and love the essential me, how can one thing change all that?" she questioned.

community) are often labeled gay as well. "They get a lot of hassle and they're talked about almost as much as the true homosexuals are."

The homosexual community at Clarke is about average for a college of its size according to Kathy, yet Mary thinks nearly ten percent of the student population could be homosexuals, explaining that many of them refuse to admit this to themselves.

Sue thinks homosexuality at Clarke is more evident because it is small and an all-woman's college. She does not, however, think people come to single-sex colleges to find homosexual relationships. "Homosexuals would find other homosexuals no matter what college they went to," she explained.

"For the most part, I think the homosexuals at Clarke had homosexual tendencies long before they

Mary disagrees with the preceding observations about faculty and administrative attitudes toward homosexuality. "Because they're more educated and have more life experiences, the faculty and administrators appear to be more tolerant of the homosexuals on campus," she expounded.

Students contribute their share of harassment toward Clarke's homosexual community, also, according to the women.

Mary has received obscene phone calls and letters from Clarke students within the past two years. She once received a threatening phone call from a student, telling Mary there were ways to "get rid of people like her."

A threatening letter with words cut out of magazines was received by Sue late last year. It read "We don't want you around, queer. You're a bad influence." The letter was signed, the Faggot Finders.

The threats aren't looked upon lightly by those who have received them. These women admit they sometimes fear for their lives and they resent the paranoid atmosphere they have been forced to live in.

Overt harassment — the stares, the name-calling, the whispering and pointing out are much easier for them to handle, yet the four admit that tolerance on the part of more students would make their lives much easier.

Kathy attributes a percentage of the difficulties with "straight" students to their denial of the possibility that, they too, could be homosexuals. "It seems that the things we deny the most adamantly are those things we see in ourselves," she expanded.

Emphasis was placed on the idea that when homosexuals become involved in a relationship there is more than just physical attraction.

"People don't understand what's going on at all. They think homosexuals are all sex fiends. For myself, love has to be involved in any relationship," said Sue.

Myths concerning homosexuality are the basis for much of the student attitude toward homosexuals at Clarke. Though the four women related that they have to laugh at many of the rumors that spread across campus about the "resident homosexuals," they are often annoyed and frustrated with the "ridiculous untruths."

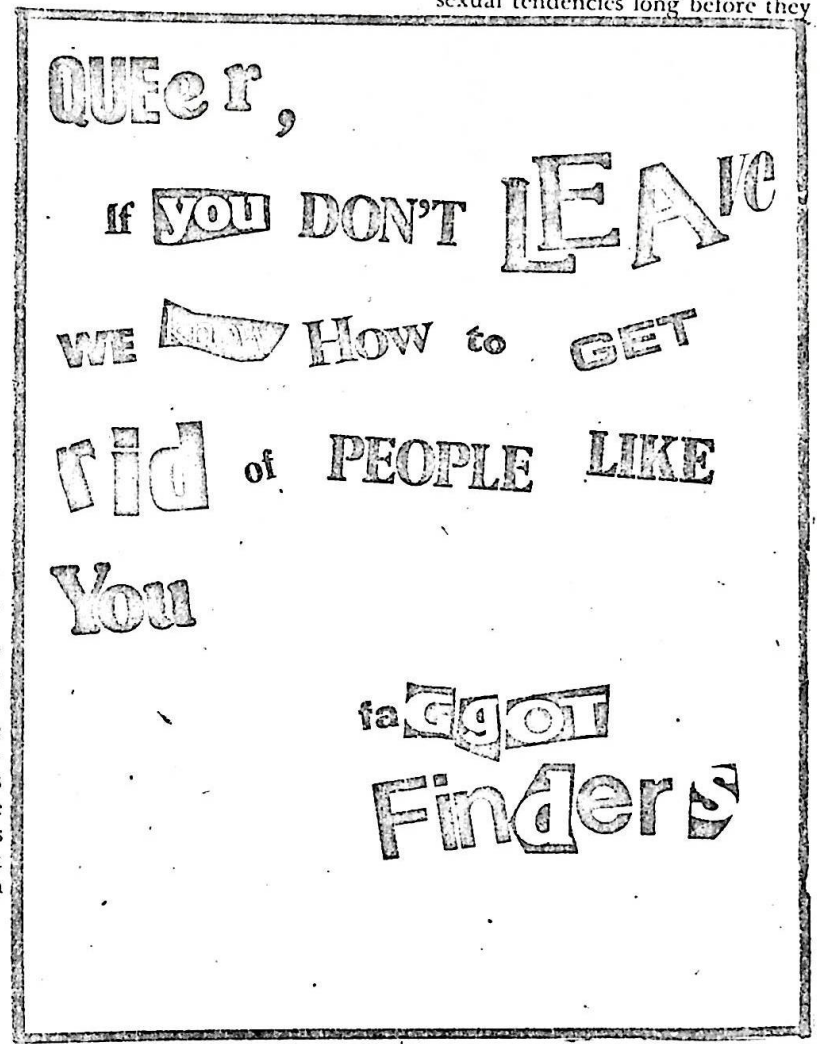
Perhaps one of the most often heard of the rumors is that Clarke's homosexuals take advantage of lonely, confused underclassmen and try to convince them that they should have a homosexual relationship. Mary was especially hurt by this accusation.

People automatically assume that homosexuals who are seen together are having an affair. "I don't think many people realize that two homosexuals can just have a friendship."

"It's ridiculous! I've never tried to convince anyone. It's usually other girls who seek me out. I've never made a pass at anyone. It sounds weird, but it's true," said Mary. Kathy agreed with Mary, saying all she could do was laugh at that particular rumor.

"I've had two freshmen come to me wanting a homosexual experience, but I never made a move toward them. I closed my eyes to it, how was I to know it wasn't a real need; but just curiosity? No one wants to be used," Kathy said.

The women are also bothered by the fact that many people automatically assume that homosexuals who are seen together are having an affair. "I don't think many people realize that two homosexuals can just have a friendship," stated Mary.



Letters similar to the one above have been received by two of the homosexuals on Clarke's campus.

Keeping friends once their homosexuality was discovered presented problems for the four.

"I lost a lot of friends when they found out I was homosexual," said Mary. "I never hated them for rejecting me, but I felt very hurt. If they were my friends, why didn't they understand that I have to find out about myself?" she asked.

"The only feeling I had for a long time was pain. It still hurts," Mary said. "You can never erase pain."

"I could have denied my homosexuality just to stay friends with some of those people. They meant a lot to me," concluded Mary.

The others lost friends as well, but all of the women said their true friends accepted their homosexuality. Mary commented, "The friends that stuck by me were the ones who expressed the feeling in themselves that they could be as easily attracted to women as to men."

When Chris and Kathy told their friends they were homosexuals the reaction was less negative than that expressed by a number of Mary's friends.

"The typical reaction was, 'Well, at first it would have made a difference. But I know you well and like you as a person, so why should we break up a friendship just because you have a different sexual preference than I do,'" said Kathy.

decided to come to school here. They didn't come here to find girls... they came here to get an education," Kathy stated.

Not all members of the Clarke community have been able to accept the idea of homosexuality on campus. Kathy reported that snide remarks and name-calling have been the normal response from a number of students. She contends, however, that most of the harassment she's received has come at the hands of College administrators and faculty members.

Chris and Kathy stated they've experienced more problems with certain nuns on campus than with the College's lay staff. "Some of the nuns I know would break me apart if they ever had a chance," said Kathy, who added that she "sweats it out" every time she has one particular nun for a class.

There are faculty and administrators who appear to be supportive of the homosexuals on campus according to Kathy. "Unfortunately, those people aren't even well liked by most of the faculty and administration. Many of those who accept and are supportive of our homosexuality are leaving the College," added Chris.

Sue reported that she, too, has seen harassment from Clarke administrators. "I know of a former student who was pressured by an administrator to leave the College solely because she was a lesbian," she stated.

same for their students and as a consequence very few students attended the meeting. Since this was the final meeting that would allow for student input about a topic that concerns all of us, we regret the fact that many of our fellow students did not receive similar notification of the meeting.

Another example of Sister Jane's consideration was evident on Monday, April 23 when we received similar notification in our mail boxes about the AAC meeting dealing with the foreign language requirement. Although we are seniors and will not be directly affected by the decisions made at these meetings, many of our fellow students did not receive similar notification of these issues.

Thank our dear Sister Jane for the time and effort she has spent keeping us informed of these issues.

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Student says 'si' to foreign languages

By Lea Ramsdell

Many students at Clarke feel the foreign language requirement for graduation is unfair and a waste of time. They cannot see how struggling through a foreign language course will aid them in the future.

I disagree with this viewpoint. Knowledge of a second language makes it possible for one to come out of her own little world and discover other cultures. It broadens one's career opportunities, making people more valuable in today's job market.

The classroom is the obvious place to learn of different cultures. As in grade school where children are required to take music and art classes to give them a basic background in the fine arts, so should students be exposed to a culture and language different from their own.

By neglecting to do so, the student's perspective of the world is limited to only that part of it which she inhabits. The foreign language program at Clarke enables the student to participate in the larger international world. It teaches students about the nature and background of a different people. With this knowledge they can better understand the present problems confronting a culture, be they social or

political, and therefore become more informed on the world situation as a whole.

When traveling, the value of knowing a second language is especially apparent. Without the aid of language one remains merely an observer. The ability to communicate allows one to experience the culture firsthand through interacting with the people on a personal level. The fact that the traveler is able to speak the foreign language helps him to become accepted by the people so he/she is not categorized as a typical tourist. The satisfaction felt and the education gained by such an experience is invaluable. Not only does one learn about the lifestyle of another culture, but one also becomes increasingly aware and understanding of the customs and standards of his own country.

A second advantage of knowing a foreign language appears in the job market. With the nations of the world becoming more interdependent on one another, people who are skilled in specific areas with a knowledge and understanding of another language will be in high demand.

Clarke has shown that it recognizes this fact by requiring that each student have a proficiency in a foreign language. This know-

ledge will be a definite asset when the student eventually ventures into the career world, especially in obtaining jobs abroad.

Even if the student does not wish to leave the United States, knowledge of a foreign language will aid in receiving a desired position because of the trend of bilingualism we are finding today.

It would be especially helpful for anyone wishing to go into social work, the health field, education, or any other career where the student would deal directly with individuals. For anyone wanting to pursue a career in the fine arts a second language is an asset. Most artistic and musical terms are derived from foreign languages.

For these reasons, I do not consider the foreign language requirement unreasonable. In making foreign language a requirement the administrators have shown they realize a background in foreign language provides for a well-balanced education by increasing the students' awareness of the world along with its future possibilities.

As frustrating as it may be to learn, the ability to communicate through a foreign language is a skill which can enrich one's life, both intellectually and financially.

around the dubuque colleges

Renata Korona, Beth Blobaum and Jeanne Haupt will present research papers at the Iowa Academy of Science on April 27. Korona's paper is entitled "Mathematics in the Biological Sciences," Blobaum's "A Psychologist's Contribution to Mathematics," Haupt's is "Linear Algebra and its Tools."

Mary Ann Otting Accepted at the University of Kansas Medical Center for the clinical internship and masters program in nutrition.

Received the Iowa Dietetic Association's Recognition Award.

Marianne Gronstal Accepted at the University of Nebraska at Lincoln for the combined generalist internship and masters program in nutrition.

Alternate at the University of Iowa Medical Center in Iowa City (accepted her also).

Susie Manternach (1978 graduate) Accepted at the University of Iowa Medical Center for internship and masters program in nutrition.

Beth Bolbaum, Denise Curley, Jeanne Haupt and Renata Korona presented papers at the Iowa Academy of Science held at Cornell College last weekend.

An all school Mass will be held Sunday at 12:45. Installation of CSA officers will occur at this time.

Notification was received on April 11 that three sociology majors — juniors — had been awarded National Science Foundation Summer Undergraduate Research grants. Undergraduate Research grants by the University of Kansas — Lawrence, Kansas. The awards carry a \$1,000 stipend for a ten week period in addition to academic credit for the research study. The students had applied for the awards. There are ten awards given by the University of Kansas each year for the research program.

COURIER CAUCUS

The prefix tri- usually means three, but this is often hard to see in the tri-college effort, especially in social activities. With calendar planning coming up, we would like to suggest a tri-college social calendar planning meeting. As it is now, there seems to be a lack of social communication between the colleges. This weekend is one example. This weekend is the play Tar-Clarke is putting on the play Tar-tuffe, Loras, their annual Dyionisia Week-end, and the University of Dubuque, a "Spring Bash." We understand that not all conflicts can be worked out, but perhaps with a little "effort" many of the problems which caused hard feelings this year might be avoided in the future.

Ann Houghton
Dawn Keller
Louise Nemmers
Chelley Vician

"City Mission" a poem written by Sister Jane McDonnell will be published in Lyrical Poetry, 1979.

Classifieds

Anne— Congratulations and best of luck always! May your Whitehead wit never be at a loss for words!
— C V

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Player-coach Max Kollasch dives for a grounder in a recent Varsity game with Coe College.

photo by Yvonne Yeager

Slow start for softball

By Jill Hickey
Sports Editor

The Crusader softball team has completed the first three double-headers of the season, and at the half-way point, they are 0-6. Clarke's team has played Augustana, Coe and Grinnell colleges, as well as the University of Dubuque. Games with Upper Iowa, Grinnell and Cornell colleges will complete the season.

As an answer to the team's success (lack of it), player-coaches, Max Kollasch and Tammy Edens estimated the basic problem to be lack of guidance by a third party.

"Playing and coaching," Edens said, "is very difficult because of the lack of a coach's objectivity that a player can't have while concentrating on the game."

Kollasch reiterated that a coach wouldn't feel bad about correcting

players, because he/she wouldn't have to worry about "gouging up," himself.

The absence of a full-fledged coach also poses problems among relations with the schools they play. "Personally, I think it is a bad reflection on our school," Kollasch added. Edens thought that the other teams see this disadvantage and are psyched to beat a "team without a coach."

Another major factor in the present softball standings, is the fact that, although they have a good offense and defense, they are not synchronized, therefore causing losses, Kollasch said.

Edens recognized the need for more experienced and available pitching. "Although our small budget wouldn't allow us to have a pitching machine, we could really use it. You can only expect so much from a pitcher," she concluded.

Both coaches-players were pleased with the amount of potential each team member shows, yet, they also agreed that more people may

have used their talents if they played for a more "professional like team."

The two also agreed that they enjoy the responsibility of coaching and would much rather do so than see the entire organization crumble. "We just wanted to keep the team alive this year," according to Kollasch, "especially since we both enjoy playing so well."

Team members are generally pleased with the players' coaching and appreciate their devotion, although they still see a need for a more authoritative figure to coach them.

The hardest part is keeping up individual morale according to Edens and Kollasch. "We look good at first, but after a few errors, frustration sets in and the players get down on themselves," according to Kollasch.

The best solution, according to the coaches, is an increased sports program. Both feel it would not only benefit the softball team, but could increase enrollment in the school as well.

Hills inhibit successful biking

by Jill Hickey
Sports Editor

The brochure was a little deceiving when I first received it. College appeared to be a serious institution of higher education. However, this past weekend seemed to take on a country club image in relation to school.

The first sunny days brought out throngs of pale faces to bask in the sun, jog, play tennis and softball, and even do a little homework amidst all the other activities. People who'd hibernated all winter were becoming revitalized through active participation in sports, myself included.

Having lost a softball game, failed to get up for a tennis match, and already jogged my daily limit, I thought my energies would have failed me. Yet, after dinner on Sunday, I had to decide between exercising my body more or starting on my brain. Since my books were too far out of reach — all the way up on my highest shelf — I chose to exercise my body in preparation for getting them down.

On borrowed bicycles, two friends and myself neglected our studies (again) for a short while and took off. Our first stop was at a gas station to fill the tires of a bicycle just out of hibernation. When the one friend stepped down to connect the pump, however, she discovered her jacket string was caught in the chain. The "helpful and courteous" attendants virtually ignored our dilemma, but when asked for a scissors or knife, their reasoning became clear. They "didn't have one and couldn't help us." It wasn't until a customer with a razor blade came to our rescue that we could continue our exercise.

Since we were halfway there, we decided to take the "tri-college" run and investigate what we might have missed in the past 6 months. The inclines we encountered were minor and the fear of having to turn around and get back uphill was ignored. Arriving at Loras Blvd. and eyeing the roller-coaster slopes before us, we decided to set out in search of the Mississippi. With brakes squeezed until they screeched, we landed safely at the bottom and proceeded in the direction that I was sure of.

Hopelessly lost five minutes later, I was demoted to bringing up the rear, and the other two combined their knowledge of Dubuque to get us back on the track. Knowing that the Mississippi was near, but not how to get there, we chose to follow the signs to Eagle Point Park instead. Riding through a well resided area it was obvious that Spring Fever had hit all walks of life.

Although darkness had already rested on the town, we were fearless of getting lost because of the security surrounding us.

At the entrance to the park, I was elected to lead as I was the only one who'd been there before. Nevertheless, the three of us remained calm and began the gradual incline

to find an open entrance. (This was my first association with riding a bicycle uphill and I was developing a very negative attitude about its success).

Discovering the first entrance locked and the second one being a even steeper hill, we rested, contemplated and turned our bikes in the direction of school. The dark was thick now, our sunburned legs were beginning to ache and the "generous" seats on our bicycles were shrinking by the minute. Someone said that the return trip always seems shorter and as the only optimistic thought around — we peddled homeward with that in mind.

Perhaps out of fear or muscle spasms, our peddaling was hardly a strain and we were soon at the bottom of the Loras "roller-coaster" hill.

Knowing that any attempt to ride up the slope would be worse than my own skiing attempts, we climbed off our bikes and started our hike. We kept our "rest goal" in sight and pushed forward.

While trying to re-circulate the blood in our wobbly legs and searching for a way to get back to school without going up anymore hills, a biker whizzed past us down the hill and we chuckled sinisterly, knowing that he, too, had to get back up somehow. But, having taken only four more steps, (they were long strides?) he was whizzing past us again — up-hill!!! Disgusted and tired we ignored his haunting presence up and down at our side as well as his noncoherent but probably cunning remarks of the way we chose to take the hill.

Once at the top, our only goal was to get back and put the bikes in storage — for a long time. The night's beauty was the only thing that kept our spirits light and as we encountered hill after hill, the whole process grew gradually easier.

The front of our dorm — on flat land — was never so welcome and we were quickly rid of the vehicles and soaking our tired legs. A certain pride swelled within however after a successful first long-distance ride for me and my tense muscles felt good after awhile. In fact, I left ready to begin another sports-filled day after a good night's sleep. Unfortunately, looking over the "brochure," I was reminded of the actual purpose of my stay at this "vacation spot," and chose to "settle down with a good book" (Psychology?) instead.



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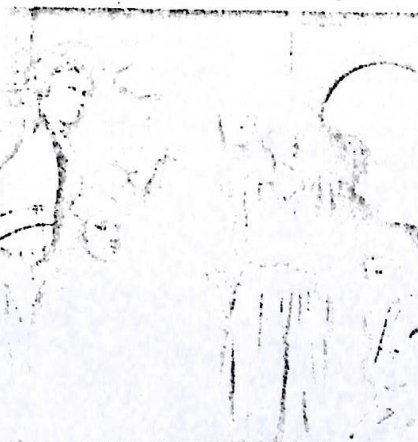
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